



# ATEE

Association for Teacher Education in Europe

# Teaching and Learning Languages Post-Covidly

Proceedings  
28th May 2021

EDITED BY AGNIESZKA SZPLIT,  
TATJANA BICJUTKO, ONUR ERGUNAY



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# Introduction

Education is one of the areas of social life that has been severely hit by the COVID-19 pandemic. The situation has changed dramatically and forced all educators to respond quickly to changes, transform their teaching methods, and create a new form of relationships with learners. The necessity to rebuild teaching strategies and adapt to unexpected conditions has reshaped and reframed global education, and shifted priorities from traditional, face-to-face mode to collaborative, on-line and blended learning. Acquiring new skills, we have gained an opportunity to improve education for the better. So, to initiate discussion, we thought of using the following questions:

*What are the new challenges for language teacher education?*

*What competences of language teachers are significant in a “new” reality?*

*What is the new normal in language teaching and learning?*

*In what ways does technology-based education change the way people learn languages?*

*Finally, what approaches and methods of post-covid language education research are developed?*

The participants of the conference tried to answer all the questions above and posed some more for further discussion. Thirty-one participants from all over the world attended the conference and shared their experience during six consecutive sessions.

## Introduction

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Our conference was a meeting space for both the academic community and practitioners who were also invited to share their experience and vision of the post-pandemic education.

The experience exchange gave us inspiration for further development and research on teaching and learning languages ‘post-Covidly’.

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## Introduction

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Dr. Tomasz Rog, Stanisław Staszic University of Applied Sciences (Poland)

The event was organised by the ATEE RDC ‘Teaching Modern Languages’ with the support of: (i) the University of Latvia, an institutional member of the ATEE; (ii) The Jan Kochanowski University of Kielce, Poland; (iii) Eskisehir Osmangazi University, School of Foreign Languages, Turkey.

# Keynote speeches

**Lou McLaughlin, Executive Director, Eaquals**

Lou McLaughlin is the Executive Director of Eaquals (Evaluation & Accreditation of Quality Language Services). She is the Founder Chair of *ELT Ireland*, the network for ELT professionals in Ireland, and is on the IATEFL Board of Trustees as the Associates Representative. She also serves as a Trustee for the Bell Education Trust. Lou holds a PhD in Applied Linguistics, Masters in ELT, DELTA, TESOL Certificate in Leadership & Management, and a Trinity TESOL Certificate.

## **The road behind and the road ahead**

The last 12 months have proved challenging for all language providers. The impact of the pandemic was felt at all levels of each institution and by all stakeholders. The perspectives shared in this talk will outline the journey-to-date and will look at emerging practices and innovations in the classroom post-Covid.

**Michał Daszkiewicz, dr, University of Gdańsk, Poland**

Michał Daszkiewicz is employed at the Institute of Education of the Faculty of Social Sciences. He has a PhD in applied linguistics and is the founder and leader of the *International Association for the Educational Role of Language* and the *Educational Role of Language Network*.

### **A COVID-triggered and language-oriented pedagogical awakening**

Modern language teaching methods become truly powerful when relying on well-established pedagogical concepts. Somewhat paradoxically, whilst throughout the pandemic many of us have been predominantly occupied with technological aspects of remote education, it is the pedagogical facet that determines the students' success. Hence, the focus in the speech is on the identity-based approach to linguistic education, the students' and teachers' personal experiencing of language, personal interpretation of reality, assignment of personal meanings, and culturally-sustaining pedagogy. The key recommendations formulated in the talk concern what COVID has brought to the fore and reminded us of in the modern, technology-dominated, educational context: the holistic character of linguistic and general education, in which language beliefs, language activity, language affect, and language matrices need to be comprehensively recognised and, as such, put into (real or virtual) classroom practice.

**Kenan Dikilitas, Professor, University of Stavanger, Norway**

Kenan Dikilitas is Professor of University Pedagogy at the University of Stavanger in Norway. Kenan's research interests include teacher education, (bilingual) teacher development, mentoring and investigating action research.

### **New competences for teachers and implications for language teacher education**

Language teacher education has been based on teaching particular approaches and methods which teachers can implement in their classrooms to facilitate learning. In the past year, the

## Keynote speeches

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concept of classroom has, however, shifted abruptly from physical to online. Normally, teachers are trained to instruct and interact with students face-to-face without much focused skill learning on how to teach online, how to design online courses and how to assess and evaluate online student engagement and learning. The abrupt shift to online environments and remote teaching created new challenges for language teachers, thereby necessitating new competences which they had to develop by experimenting and self-reflecting, while experiencing contextual and pedagogical challenges. In this talk, I shall introduce potential competences which teachers need to develop in response to the 'new normal' and discuss EFL teachers' experiences, perceptions, and practices. There is also discussion on the implications of the emerging competences and themes for language teacher education.

# Conference programme

May 28 2021, Friday (CET)			
10.00 – 10.20	<b>Opening Ceremony</b> Davide Parmigiani, ATEE President		
10.20 – 10.50	<b>Plenary Session 1</b> <i>The road behind &amp; the road ahead</i> Lou McLaughlin The Equals Executive Director		
10.50 – 11.00	<b>Break</b>		
11.00 – 12.00	<b>Concurrent Sessions 1</b>		
	<b>Breakout Room 1</b> <b>Chair:</b> Barbara Muszyńska	<b>Breakout Room 2</b> <b>Chair:</b> Edgars Lasevičs	<b>Breakout Room 3</b> <b>Chair:</b> Monika Łodej
	<i>Speech recognition in the foreign language learning: The road traveled and the road ahead</i>	<i>Foreign language teachers' experiences of the virtual classroom during the COVID-19 lockdown</i>	<i>Digital storytelling in the process of creative language learning of students with dyslexia</i>
	Inmaculada Haba Ortuno	Aigi Heero Aleksandra Ljalikova Merilyn Meristo	Joanna Sikorska
	<i>EPICT certification as vademecum for innovative educational methods in language teaching</i>	<i>Teacher training: New accents in fast changing environments</i>	<i>Online teachers' talk: Non-verbal communicative competence</i>
	Angela Maria Sugliano Michela Chiappini	Edgars Lasevičs	Semin Kazazoğlu

## Conference programme

11.00 – 12.00	<p><i>Inclusive, plurilingual and pluricultural learning environment for english language learning</i></p> <p>Barbara Muszyńska</p>	<p><i>Challenges and opportunities of teaching EAP to teacher educators online</i></p> <p>Tatjana Bicjutko</p>	<p><i>Peer tutoring: Meeting students' social-emotional learning needs</i></p> <p>Monika Łodej</p>
12.00 – 12.15	<b>Break</b>		
12.15 – 12.45	<p><b>Plenary Session 2</b>  <i>A COVID-triggered and language-oriented pedagogical awakening</i>                      Michał Daszkiewicz                      Founder of Education Role of Language Association and ERL Journal</p>		
12.45 – 13.00	<b>Break</b>		
13.00 – 13.30	<p><b>Interview with Practitioners</b>                      Marija Dobrovolska                      Edutuber (<i>Deutsch mit Marija</i>)                      Language School Owner</p> <p>Marta Rosińska                      University of Łódź (Poland)                      DOS ELT Teacher Training &amp; Development Centre</p> <p><b>CHAIR:</b> Tatjana Bicjutko</p>		
13.30 – 13.40	<b>Break</b>		
13.40 – 14.40	<b>Concurrent Sessions 2</b>		
	<p><b>Breakout Room 1 Chair:</b>                      Ewa Wodzicka-Dondziłło</p>	<p><b>Breakout Room 2 Chair:</b>                      Mostafa Azari Noughabi</p>	<p><b>Breakout Room 3 Chair:</b>                      Arleta Suwalska</p>
	<p><i>Flexible alienation and effective frustration: Pre-service foreign language teachers on their education during the COVID-19 crisis</i></p> <p>Joanna Pfiingsthorn                      Tim Giesler</p>	<p><i>An investigation into language teachers' adaptive immunity during the COVID-19 conversion to online teaching: A qualitative study</i></p> <p>Mostafa Azari Noughabi</p>	<p><i>The last educational change in Finland – its dimensions in context of new teaching challenges and multiteracy teaching</i></p> <p>Arleta Suwalska</p>

## Conference programme

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13.40 – 14.40	<i>Teaching languages to very young learners by means of distance education: Reactions and experiences of Polish teachers</i>	<i>The challenges and opportunities of moving your course online: Sample from an ELT program</i>	<i>Digital competences and teaching of literacy in early childhood education</i>
	Ewa Wodzicka-Dondziłło	Hülya İpek Müge Kanatlar	Olabisi Adedigba Olumuyiwa Ayobami Ajayi
	<i>An online action research study in emergency remote teaching practicum</i>	<i>A critical self-reflection as a teacher trainer on an online teacher training course for pre-service teachers</i>	<i>Teacher educators' personal strategies of adaptation to changing educational situation</i>
	Müzeyyen Nazlı Güngör	Onur Ergünay	Agnieszka Szplit
14.40 – 14.50	<b>Break</b>		
14.50 – 15.20	<b>Plenary Session 3</b> <i>New competences for teachers and implications for language teacher education</i> Kenan Dikilitaş University of Stavanger (Norway)		
15.20 – 16.00	<b>Closing Ceremony + Open RDC Meeting</b>		

# **Selected abstracts**

# Challenges and Opportunities of Teaching EAP to Teacher Educators Online

TATJANA BICJUTKO, UNIVERSITY OF LATVIA, LATVIA

With a vision for “a Europe in which learning, studying and doing research would not be hampered by borders” (European Commission, 2017: 11), “boosting language learning” is at the heart of the shared agenda. Mobility and internationalisation have reinforced the position of English as the *lingua franca* in the European Higher Education Area and made English linguistic competence of academic staff a priority for higher education institutions in non-English speaking countries, in general, and Latvia, in particular. Since the recent move of teaching education to universities, university-based teacher educators have become an acknowledged group with direct influence on the whole system of national education and, as such, are not exempt from increasing linguistic demands. Implemented from 2018 within the EU-funded project “to strengthen academic staff of higher education institutions in strategic specialisation areas” (EsFondi.lv), the courses of English for Academic Purposes (EAP) have regularly been offered to university personnel as part of their professional development. The COVID-19 pandemic and

the prompt shift of all classes to an online mode introduced a considerable challenge to the studies; the change of the EAP learning environment initially evoked a rather negative response. The subsequent move to face-to-face classes and back to fully remote seemed, however, to change the prevailing attitude and created invaluable experience for comparing the two modes of learning EAP. In turn, a hardly homogeneous and reflexive group of teacher educators seemed to be a potent source of rich data for a comparative study.

Thus, the research attempted to elicit data on the tensions experienced by university-based teacher educators when studying EAP face-to-face and online, as well as on the benefits and drawbacks of EAP e-learning. The study made use of two questionnaires conducted in January 2020 and March 2021 among teacher educators of the seven largest higher education institutions in Latvia; they were followed by four open-ended interviews taking place in April 2021. The findings revealed that, despite some remaining bias against online EAP learning, overall, there exists a positive trend in recognition of the remote mode as being beneficial to the overall study process owing to decreasing communicative anxiety, better time management options, and newly-found, digital possibilities of online language learning. The challenges, however, remain the same as in the face-to-face mode, including the regular obstacles such as high working load, lack of time and motivation described in previous research (e.g., Shagrir, 2017), as well as the manifested methodological challenge due to significant stratification of teacher educators' professional needs.

**KEY WORDS:** university-based teacher educators, higher education institutions, English for Academic Purposes, face-to-face, online

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# A critical self-reflection as a teacher trainer on an online teacher training course for pre-service teachers

ONUR ERGUNAY, ESKISEHIR OSMANGAZI  
UNIVERSITY, TURKEY

Defined as moving to a deeper understanding of one's own teaching, critical self-reflection is among the valuable professional learning practices and enables teachers to deal with and solve possible challenges in the profession more powerfully. This paper presents a critical self-reflection on an online teacher training course for pre-service teachers. Course participants were 14 volunteer, third-year, pre-service ELT teachers; the eight-week online course was on using educational technology in English language classrooms. The course is among the Online Professional English Network (OPEN) program courses which are supported by United States Department of State, Bureau of Educational and Cultural Affairs. Following the completion of the course, Gibbs' reflective cycle was used as the framework for critical self-reflection by the trainer. The framework presents a six-phase reflection including *description, feelings, evaluation, analysis,*

*conclusions*, and *personal action plans*. In alignment with the *description* – what happened – phase, what professional experience the trainer had prior to the course and the pacing of the training were explained first. The trainer's *feelings* were self-reflected as a move towards being cautious, novice and quite nervous before and during the training to being over-tired, pleased and evaluator at the end of the training. The third phase, *evaluation*, referred to a critical self-reflection on the training experience. Transferring an online course (which was originally developed for practising professionals) to pre-service teachers, integrating regular synchronous elements into online training and supporting collaboration among pre-service teachers were among the positive aspects of the experience.

On the other hand, lack of a second trainer, facilitator or assessor and limited effort in content/cultural adaptation were noted critically in self-reflection. The *analysis* phase in Gibbs' framework refers to what sense is made of the experience. In this critical self-reflection, the analysis highlighted the following: growing as a teacher trainer requires a hands-on approach, purposeful selection of the participants is critical, integrating outsiders through regular synchronous activities foster motivation, and time is invaluable and to be managed efficiently. The fifth phase, *conclusions*, in the current critical self-reflection involved "I wish..." statements by the trainer. Giving more detailed feedback, having more time to adapt the content, keeping a trainer log, and seeking opportunities to reflect-in-action were emerging conclusions. Finally, the phase *personal action plans* consisted of "I will..." statements as seeking ways to manage the time more efficiently, to triangulate reflection by using participants' and possible other facilitators' critical reflections, and to increase international characteristics of similar training by inviting more guests to synchronous meetings. This critical self-reflection concluded

## A critical self-reflection as a teacher trainer...

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with self-reflection *on* and *for* action. Self-reflection on action revealed that using reflective cycle frameworks, or models, in alignment with the purposes of reflection are beneficial for well-organised self-reflection studies. In addition, self-reflection for action provided a motivation for integrating research into such training and exploring long-term effects of the training.

**KEY WORDS:** critical self-reflection, Gibbs' reflective cycle, online teacher training course, using educational technology in ELT classrooms, self-reflection on action, self-reflection for action.

# Foreign Language Teachers' Experiences of the Virtual Classroom during the COVID-19 Lockdown

AIGI HEERO, ALEKSANDRA LJALIKOVA,  
MERILYN MERISTO\*, TALLINN UNIVERSITY

To better understand what kind of support foreign language teachers need when using the virtual classroom, we analysed their perceptions of TPACK, virtual self-efficacy, classroom management, student engagement and emerging obstacles during the lockdown, and what contextual factors affected teaching in the virtual classroom. The sample included 405 respondents across Estonia. The findings indicate that teachers working in remote areas practise fewer virtual classroom activities and perceive low student online engagement. Differences in student engagement and virtual classroom activities exist between teachers and the language they teach. In addition, the school (ISCED) stage predicts teachers' online self-efficacy and a relationship

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\* Authors' names are listed in alphabetical order.

## Foreign Language Teachers' Experiences of the Virtual Classroom...

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between teachers' perceptions of TPACK and school size exists. Teachers' age and experience did not play any role in using the Virtual Classroom.

**KEY WORDS:** Foreign Language Teachers, Virtual Classroom, online self-efficacy, online student engagement, TPACK, COVID-19 pandemic.

# Teacher-Training: New Accents in Fast-Changing Environment

EDGARS LASEVIČS, NOVIKONTAS MARITIME  
COLLEGE, LATVIA

The teaching market is full. It offers plenty of textbooks, approaches, tools, research, professional courses and tons of other advice. A modern teacher is constantly learning, reading, and researching. At the same time, when Spring 2020 demanded a re-design of teaching for asynchronous platforms it perplexed many professionals within the industry. Why was it so? May this mean that professional education needs a change? Being a teacher, a materials' developer and a teacher-trainer myself, for several years I have been educating the staff of a professional maritime college. The work with instructors who come from technical backgrounds (engineers, captains, and mechanics) made me re-evaluate and re-think the hidden mechanisms behind the process of teaching. This work brought in a clear understanding of a teaching space, its parts, hierarchy, structure, attributes, etc. How to plan a learning unit? Where does a "group work" or a "sorting out" exercise belong? How do they connect to intended learning outcomes? It is much easier to harness the process of teaching once you see its planning layers. For a learning unit they are five: teaching zones, functional steps, exercises, dynamic steps and their

## Teacher-Training: New Accents in Fast-Changing Environment

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invariants. A list of teaching zones in a successive order represent a “teaching mindset”. How many zones will you work on? What will their order be? For professional education purposes, we distinguish five zones: diagnostics, complexity, practice, summary, and assessment. Each zone further contains several functional steps. Will you, for example, in the complexity zone present the material, check for understanding and make a practical task or set a task and provide resources for their own discovery? Each functional step is transformed into a task, which then has to undergo the process of dynamic planning. The latter means that you have to see, at least, two or three sub-steps in your task and be able to organise work in the classroom. Will students work in groups, have choice, roles, etc?

Such an “engineer’s” vision of teaching offers numerous solutions, such as: placement of diverse teaching tools, search for gaps in teaching-learning, assessment of teaching, design of materials, analysis of approaches, etc. Such an approach allows the teacher to educate professional instructors in a short time and may be a good thing to consider for a change in teacher education.

**KEY WORDS:** shift in teacher education; teaching in zones: diagnostics, complexity, practice, summary and assessment; functional steps; dynamic planning; static planning.

# Inclusive, Plurilingual and Pluricultural Learning Environment for English Language Learning

BARBARA MUSZYŃSKA, UNIVERSITY  
OF LOWER SILESIA IN WROCŁAW, POLAND

Did the pandemic give us an opportunity to experiment more with language learning? I believe so. The title of the presentation is also the title of a course book I have designed for university students. In this presentation I'd like to discuss the value of a course designed with critical pedagogy and educational linguistics in mind. The goal of the course is to promote diversity, inclusivity, and equity in English language education as well as plurilingualism, deep learning and transferable knowledge and skills. The main genres in this course emphasize empathy writing for social purpose. In this course, narrative feedback, peer- and self-assessment take priority over graded assignments.

**KEY WORDS:** pluricultural, plurilingual learning environment, learning English.

# **An Investigation of Language Teachers' Adaptive Immunity during the COVID-19 Conversion to Online Teaching: A Qualitative Study**

MOSTAFA AZARI NOUGHABI,  
UNIVERSITY OF GONABAD, IRAN

Language teachers face many challenges and experience many stressors caused by the unexpected conversion to online teaching during the Covid-19 lockdown. Although many studies have focused on teachers' negative emotions and professional challenges during the pandemic, scant research attention has been given to the investigation of factors which help language teachers develop their immunity adaptively. To fill this gap, the current study aims to explore how language teachers develop an adaptive immunity form during the Covid-19 pandemic. Semi-structured interviews and retrospective self-reporting diaries were employed as data collection instruments. The results of thematic analysis indicated that language teachers should initially broaden their technological pedagogical and content knowledge (TPACK) in

## An Investigation of Language Teachers' Adaptive Immunity...

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order to form their immunity productively. In addition, the findings revealed that enhancing language teachers' psychological health can decrease teacher attrition rates. This study highlighted the need for conducting ongoing teacher training programmes to assist language teachers in dealing with the pandemic, implementing coping strategies, and regulating emotions during online instruction, with the ultimate goal of developing adaptive teacher immunity form which subsequently protects language teachers from challenges embedded in the profession and online instruction. Finally, suggestions for future research are offered to promote adaptive teacher immunity during the pandemic.

**KEY WORDS:** Teacher immunity; Adaptive immunity; Online teaching; Technological pedagogical and content knowledge; Professional development.

# **Flexible alienation and effective frustration: Pre-service foreign language teachers on their education during the COVID-19 crisis**

JOANNA PFINGSTHORN AND TIM GIESLER,  
UNIVERSITY OF BREMEN, GERMANY

As the first pandemic-related lockdown was instituted in the spring of 2020 in Germany, university lecturers faced the challenge of transforming their regular courses into effective, on-line courses under pressure of time, possibly without having the necessary pedagogical and digital skills or adequate support to do so (cf. Hodges et al., 2020; Ching, Hsu & Baldwin, 2018; Rapanta et al., 2020). New solutions in terms of, for example, event synchronicity, the role of participants and instructors, and their interactions had to be hastily extrapolated from traditional teaching formats (cf. Hodges et al. 2020).

In this contribution, we examine how pre-service, foreign language teachers evaluate their experience with (emergency) remote teaching in university foreign language education.

In particular, we focus on the roles and duties that they ascribe to themselves in various learning formats. We then discuss the extent to which these are compatible with curricular assumptions associated with the profession of teachers and the impact that the pandemic exerts on these dependencies.

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# Teacher educators' personal strategies of adaptation to changing educational situations

AGNIESZKA SZPLIT, THE JAN KOCHANOWSKI  
UNIVERSITY OF KIELCE, POLAND

Due to the great variability of educational reality, teachers are required to constantly modify their teaching practice to suit the needs and potential of learners and unexpected events. 'Adaptive behaviour' provides the teacher with specific training, preparing her/him for an extremely difficult situation, such as teaching in the era of a pandemic. Teacher's adaptability is understood as her/his ability to effectively apply knowledge and a creative and reflective approach to the teaching process in dynamically-changing, insufficiently-recognised and unique situations. Adaptation to a specific professional situation requires teachers to re-define their own behaviour to solve emerging didactic or interpersonal problems. In the paper, the theoretical considerations are enriched by research conducted in the form of semi-structured interviews among 14 language teacher educators. The target group was chosen in a snowball sampling and consisted of three men and eleven women, working at the universities for between 12 and 30 years. They are teachers of English (8),

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German (4), English and German (1) and French (1). The research findings allow the exploration of two types of teacher's adaptability: macro and micro. Macro-adaptations are the activities of the teacher outside the classroom aimed at rebuilding curricula and plans that appear because of new information, for example, about the specificity of the learning process. Micro-adaptations are the teacher's reactions to an unexpected didactic situation, a sudden change of plans regarding the methods or forms of didactic work. The teachers show much plasticity and adaptability in their teaching practice, but they are also very practical at work. Most of the adaptations presented concern adapting to the needs and possibilities of students and modifying the didactic process in such a way as to make it more effective.

**KEY WORDS:** teaching process, language teacher educators, micro- & macro-adaptations, adaptability.

# Teaching languages to very young learners by means of distance education. Reactions and experiences of Polish teachers

EWA WODZICKA-DONDZIŁŁO, ŁODŹ, POLAND

This paper presents selected aspects of the qualitative research conducted by the author in July 2020. At the end of 2019, most countries all around the world were struck by a new and unforeseen virus SARS-CoV-2, the cause of a disease now known as COVID-19. Owing to the pandemic, Early Years language teachers in Poland were forced to carry out their duties by means of distance education. The author aimed to explore their reactions to this form of education at the beginning of the process, as well as their experiences – after a two-month period of practice of remote teaching. The author of this paper has tried to analyse the teachers' reactions and experiences in order to categorise them. The trial has resulted in the determination of five types of reactions and experiences presented by teachers, whose main field of work has been teaching English as a second language to very young learners. The findings of the study may illustrate the

## Teaching languages to very young learners...

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process of gaining competence by the teachers, which might, in turn, contribute to the reflections on distance education solutions in teaching languages to very young learners.

**KEY WORDS:** distance education, remote teaching, very young learners, early years online education, distance education experiences, solutions in young learners language teaching.

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